

Citation: Laghari, A., Kakepoto, I., & Arshad, F. (2021). Microteaching: An Effective Stratagem for Novice Teachers of English Language. *Global Educational Studies Review*, VI(IV), 163-173. [https://doi.org/10.31703/gesr.2021\(VI-IV\).17](https://doi.org/10.31703/gesr.2021(VI-IV).17)



Microteaching: An Effective Stratagem for Novice Teachers of English Language

Abdullah Laghari *

Inayatullah Kakepoto †

Faheem Arshad ‡

Abstract: *Pedagogy plays a paramount role in academics for effective teaching and learning. Microteaching is a pedagogical tool used to augment the teaching skills of novice or pre service teachers of schools, colleges, and universities, imparting quality education to students. It eulogizes teaching techniques and strategies to gain learning outcomes through planned lessons. This research aims at exploring Microteaching skills and strategies of novice teachers enrolled in the Applied Linguistics Master degree program. A qualitative research design was employed to draw research results. Research tools were observation, note-taking, and video recording. Microteaching lessons comprised action research cycle plan, teach, observe and reflect. Feedback demonstrated that participants reflected better teaching outcomes following Microteaching Cycle Plan. The results exhibited that Microteaching plays an essential role for novice English language student teachers. Results recommend that Microteaching should be made part of teacher training programs and should be part of the university curriculum. Hence, the Higher Education Commission (HEC) of Pakistan should launch fresh teacher training programs for teachers of Pakistan.*

Key Words: Microteaching, Reflection, Feedback, Pedagogy, Novice Teachers

Introduction

Microteaching is a pedagogical tool that guides school, college and university teachers to enhance their teaching skills. It contains 10-15- and 20-minutes demonstrations before students in natural or artificial settings. It follows certain Microteaching steps, including planning, teaching, observing and critique gears. Recurrent Microteaching practices advantage novice teachers to prepare trained teachers for society. Microteaching offers instant feedback, close supervision and objectives managed by individual trainees (Ghafoor et al., 2012). Supervisor feedback offers direction pertaining to overcoming academic deficiencies, weaknesses, flaws, and shortcomings of a lesson plan. In Pakistan, Microteaching lessons are practiced in teacher training programs such as Bachelor of Education (BED) and Master of Education (MED) degree

programs. These are considered specific courses of education pedagogy. This training should never be limited to school education, but its scope should spread to college and university education too. In pandemic a dire need was felt that teachers should be trained in all skills such as computer, online technology, and effective teaching skills. These programs should be part of college and universities alike, and from time-to-time teachers should be provided such academic training to polish their teaching skills to cope with the demand of modern times. The Higher Education Commission (HEC) of Pakistan has started a series of training programs to train college and university teachers. Truly speaking, it has brought a drastic change in the field of academia. Teachers trained by Higher Education Commission (HEC) were made bound that they shall arrange the same

* Lecturer, Department of English, Quaid-e-Awam University of Engineering Science & Technology, Nawabshah, Sindh, Pakistan. Email: abdullahlaghari612@gmail.com

† Professor, Department of English, Quaid-e-Awam University of Engineering Science & Technology, Nawabshah, Sindh, Pakistan.

‡ Lecturer, Department of English, University of Sargodha, Sargodha, Punjab, Pakistan.

academic training to their respective universities to train their colleagues. The Higher Education Commission is providing funds to the universities for such trainings. Unfortunately, such programs could not be continued for a longer period of time due to short of funds. Microteaching guides novice or pre-service teachers to be trained in teaching skills. After having such training, these teachers shall be capable of imparting quality education to its students. Thus, these graduating students shall contribute in the area of academics at large. The selected site for this research was the Institute of English Language and Literature (IELL), University of Sindh, Jamshoro, Pakistan. The objective of this research was to assess the Microteaching skills of Master of Art (M.A) students of final semester final year. The philosophy behind the selection of these students was that after getting degrees, they shall join schools, colleges, and universities as teachers.

Problem Statement

Universities crop an army of unskilled and untrained graduates every year in many academic disciplines of teaching. These graduates join the school, college and university jobs with poor teaching skills. It is obvious that a poor teacher shall produce poor students, which is very dangerous for any society. Voices come from academia that the standard of education has fallen and academic institutions are providing poorly skilled teachers to the society in Pakistan. Unfortunately, the position of Public Sector Universities is very poor compared to private institutions. Public sector institutions face basic facilities of education such as computers, internet, and healthy classrooms because of short of funding from the Government. The children of rich families join private schools, colleges, and universities and they never join the profession of teaching. Unfortunately, teaching is given less priority in Pakistan. There is a dire need to restructure our academic institutions to produce better graduates in Science and Art disciplines. Employers cry that they get academically poorly trained teachers from colleges and universities. Thus, student education suffers, and they fail to obtain better grades to obtain better jobs in the public and private sectors. A major gap exists between the acquired skills and the required skills of university graduates. Universities can play a major role in arranging teacher training for pre-

service teachers for schools and colleges. To fill this gap, novice English language student-teachers were selected to assess their teaching skills at the Institute of English Language and Literature, University of Sindh, Jamshoro, Pakistan.

Study Rationale

The rationale of this study is based on the philosophy that this study attempts to assess and train English language student-teachers in the domain of Microteaching skills. After obtaining a Master's degree, these student-teachers shall join schools, colleges, and universities as teachers. Since student-teachers were interested in obtaining teaching jobs thus, an academic project was designed by researchers to give them Microteaching skills training. By doing so, they shall be capable to know that what are their strengths and weaknesses to join the job of teaching. Ten (10) final year, final semester English language student-teachers voluntarily participated in this study.

Research Questions

1. How do Microteaching practices help final year, final semester students of the English Language to reform their teaching skills?
2. How far do Microteaching practices help novice English language teachers to improve teaching skills?

Literature Review

Microteaching plays a significant role in making teacher education programs meaningful, productive and scientific (Elias (2018). Teachers should be adequately trained in teaching skills (Larbi, Kuranchie, 2018) to perform teaching jobs efficiently. Teacher training refer to policies and procedures designed to equip novice teachers with knowledge, skills, attitudes, and behaviors to complete classroom academic assignment (Kumar & Parveen, 2013). It has been witnessed that one of the most important problems with teacher training programs is a disparity between theory and practice (Latham & Vogt, 2007). Teaching is linked with practice; hence teachers should be provided ample opportunities of training to impart quality education. Microteaching is teacher education technique that contributes towards learning new teaching techniques to make teaching productive and result-oriented.

Education Commission Islamabad, developed 'Professional Competency Enhancement Program for Teachers. It contained seven modules, for example teaching as a profession, academic planning and management, curriculum development, assessment evaluation, learners' psychology, andrological skills (microteaching, innovative teaching techniques), communication skills, and research methods and skills. The contents of modules were homogenous from teaching purpose. Learning Innovation Division (HEC) Islamabad has trained thousands of teachers through short-, and long-term training programs, workshops, and seminars for the last two decades. The three-month 'Master Trainer Faculty Professional Development Program is a long-term program of Higher Education Commission Pakistan. It aimed to provide quality trainings to novice faculty members of higher education institutions. Microteaching is a professional training program, where teachers teach a limited number of students with emphasis on teaching skills (Allen, 1966). The study of Chaudhary (2011) concluded that professional development programs in Pakistan were inadequate, unrelated, and impractical for real classroom involvements. Aslam (2011) assessed the impact of professional development programs and their implementation in universities of Pakistan. Results revealed that Higher Education Commission (HEC) Pakistan has initiated tangible steps to promote teaching quality in universities of Pakistan. According to Ahmed & Aziz (2012) Higher Education Commission (HEC) Pakistan should develop and propose professional development programs that address teacher-student needs. Professional development programs are unsuccessful in Pakistan to prepare teachers for real classroom teaching (Ahmed, 2012). Teacher programs in Pakistan focus on minimal practice and techniques because novice teachers are poorly prepared (Bashir-ud- Din et al., 2012; Ahmed, 2012). Naqvi and Raza (2011) investigated Employer perception about the quality of university graduates of Pakistan. Results reported that employers were never satisfied with the quality of university graduates' skills of Pakistan. Employers found lack of professional expertise in universities. There is a dire need to evaluate the effectiveness of teacher trainings in Pakistan (Dilshad, 2010). In professional development programs, major emphasis should be

on course content; teaching strategies, presentation, evaluation, and feedback (Raza, Majid and Zia, 2010).

Research Method

A qualitative research design was used for this study. Qualitative research is grounded on the broad explanation of behaviors and attitudes (Creswell, 2014) of people to be observed in natural and artificial settings. Observations, interviews, and recordings are qualitative research tools (Bolderstone, 2012). This study employed observation, note-taking, and video recordings as a data collection tool.

Participants

The respondents for this study were final semester, final year, students of Master of Art (M.A, Applied Linguistics). The respondents were taken as students cum teacher. Teacher participants were associated with the Institute of English Language and Literature (IELL) university of Sindh Jamshoro, Pakistan. Ten (10) student-teacher participants participated in this study. These students are potential respondents because, after one semester they shall join schools, colleges, and universities as teachers. Their participation in the project was completely voluntary.

Instruments

Instruments were observation, note-taking and video recordings. Four students- teachers, were given the task of performing Microteaching lesson. Lessons were observed by academic experts who provided instant feedback after the completion of microteaching lessons. Experts provided suggestions to Student-teachers to overcome teaching deficiencies and weaknesses prevailing in lessons. Finally, they were suggested to re-plan, re-teach, re-observe and re-critique steps of Microteaching to improve their teaching performance.

Data Analysis

The discourse analysis method was used to find out English language student-teachers microteaching skills based on their teaching deficiencies, weaknesses, flaws, and strengths. An interpretive data analysis approach was used to draw the results. After examining the content of

data, certain themes and categories were generated by two experts who had vast experience in teacher training and Microteaching methods.

Results

Research Question 1:

How do Microteaching practices help final semester students of English Language to reform their teaching skills?

The study attempted to investigate prospective student-teachers' micro-teaching skills. The finding of research question 1 is produced as under:

Student Teacher 1

The first student-teacher task was teaching 'Speaking skill'. First, she talked about speaking skills and then distributed material among students that was how to face real-life challenges. She gave the background of the story and said students read the story one by one loudly. After completion of the reading task, she explained the text that was read by students. Following the same method, she asked another student to read the given passage loudly. At a certain point, she stopped the student from reading and started explaining the text herself. When the third student completed reading, she inquired whether is there anyone to explain the text. Having no answer, she started explaining the story herself again. She kept repeating the same practices in the same way. Afterwards, she gave students another task to find tasks written on different chits and to perform the same whatever is written on them. Students in pair found the task which was related to the role of director of the Institute of English Language and Literature. Students had to seek permission for organizing program in the department. Students performed it very well. This activity lasted about 14 minutes and 30 seconds.

Student Teacher 2

Second student-teacher taught Writing Skills. He talked about four skills of communication i.e. listening, reading, writing, and speaking. He defined types of writing and maintained that all these skills could be learned differently. He, then focused on writing skills. He talked about different approaches for improving writing and informed about various techniques of writing. He elaborated certain tips of writing as given under:

- Write as much as you can
- Give a touch to the novels
- Make your composition and grammar strong by extensive reading
- Use dictionary

He further added that there are certain other writing strategies too. His teaching duration was recorded 6 minutes and 42 seconds.

Student Teacher 3

Third student-teacher task comprised interacting with students. At the start of the class, he established rapport with students. Afterward, he used motivational words that students should use energies in the right direction to grab better job opportunities. Then, he talked about traditional teaching methods where teachers hold authoritarian style in the class. He showed students ways towards positive learning to excel in future academic and job career. Starting formal proceedings of the class, he asked questions about science. He provided every student a chance for providing feedback and appreciated their responses. His teaching duration was recorded 3 minutes and 32 seconds.

Student Teacher 4

She started class greeting students and introduced herself. She informed that her topic of teaching is 'Reading skills. Her first query was, what is reading? She inquired from students how many of them like news and wanted to know the reasoning of it. Students provided different reasons for liking news. She continued asking questions about news and its various types. In this way, she interacted with students. Later, she distributed reading material relating to the news item. Student-teacher instructed students to go through second paragraph of a given passage. She engaged two students in reading passages loudly. Then she started asking various questions from the given passage. She involved two more students in reading the same way. After this, student-teacher again asked questions from students. Her teaching duration was recorded 9 minutes 2 seconds.

First Microteaching Reflections: Feedback for Teacher Students

Teacher Student 1: The task was teaching 'speaking skill'. She involved in reading rather than speaking. Embracing the traditional teaching

method, she practiced practice by reading text loudly by students that would assist them their confidence level and improve English language fluency. Speaking needs extensive practice under proper guidance. But the practice she adopted in the classroom was fruitless, because neither she engaged students in speaking practice nor she provided them time to practice the tasks. For developing speaking skill, she should have assigned students certain interesting tasks. Later, she would have engaged them in pair or group discussions to bridge the information gap and remove barriers or hindrances prevailing among students. Following this pattern, she would have provided students opportunities to speak in front of class audience. By doing this, better learning outcomes for speaking would have been gained.

Teacher Student 2

Writing skill needs extensive practice. Writing does not come through theory; rather, learners need guided practice. Starting the lecture, the teacher gave students a theoretical perspective of writing skill. He spoke about different approaches of writing. He didn't touch on practical aspects of writing. He had to use a practical approach while teaching writing skill. Moreover, he would have assigned an easy task to students. At the completion of the task, he would have randomly checked their write ups to assess their writing level. Further, he would have focused essentials of writing, clarity in writing, relevance and organization of the thought. Theoretical perspectives rarely help learners improving writing skills. Putting students into practice and assessing their work frequently can result in better learning outcomes of the given task.

Teacher Student 3

Start of the lecture was very fascinating, because he interacted with students properly. Rapport develops element of motivation among learners. Since teacher task was ensuring interaction between teacher and students, thus, he would have introduced an interesting topic for initiating discussion. Teacher would have involved students

for peer classroom discussions. Afterwards, he would have asked them to give responses quoting relevant examples. Thus, information gap among students would have been bridged and interaction with the teacher would have been a little problem. He would have extended teaching duration followed by interesting and motivating tasks.

Teacher Student 4

Start of the class was satisfactory and she was friendly with students. She involved students in brainstorming assigning the topic. Like this, students took interest in reading passages when they were provided familiar topics to go through; otherwise, it was very hard for them to understand material content. Since, it was reading task thus; the teacher would have engaged students in silent reading or reading on their own. Then, she would have asked students to inform whatever they got from reading text. Unfortunately, this pattern was not practiced throughout the process. At the end, the teacher would have involved in pair or group discussion of reading the passage. Doing so, they would have overcome prevailing information gap. More specifically, she adopted the traditional approach of teaching saying students reading the text loudly. Following this pattern and approach of improving reading skills, students can hardly improve reading skills. For that purpose, she would have involved students in various reading activities e.g., locating main idea, theme or gist of the passage, guessing meaning of unknown words and close exercises.

Experts provided feedback to student teachers on Microteaching practices for professional development and positive changes in their teaching practices. They highlighted prevailing flaws, weaknesses, and deficiencies in their teaching practices. Thus, student teachers went for re-planning and re-teaching stage. Experts gave them a week to plan their lesson plan in the light of given suggestions. After a week, experts started taking their microteaching classes with re-planning stage again. Student-teacher 4 could not take part in the re-teach process due to personal engagements.

Table 1. Feedback Summary for Student-Teacher

S. No	Student-Teacher	Topic	Time [Minutes & Seconds	Learning Outcomes
1	Student-Teacher 1	Speaking Skills	14: 30	Traditional Teaching Approach, Employed reading strategy in Speaking, Teacher Time

S. No	Student-Teacher	Topic	Time [Minutes & Seconds	Learning Outcomes
2	Student-Teacher 2	Four skills of communication	6: 42	Traditional approach towards writing, Focus on lecturing rather practice, Theoretical approach
3	Student-Teacher 3	Interaction with students	3: 32	Learner motivation, importance of interaction with students, ways of positive learning
4	Student-Teacher 4	Reading Skills	9: 2	Engaging students in reading tasks, Asking questions strategy

Table 1 indicates that student-teacher 1 employed traditional mode of teaching, employed reading strategy in speaking teaching. Student-teacher 2 adopted traditional approach towards writing, focused on lecturing rather than practice and adopted theoretical approach. Student-teacher 3 used learner motivation, interacted with students, and used positive skill of learning. Student-teacher 4 engaged students in reading tasks, and used question asking strategies to clarify concepts of students.

Research Question 2: How far Microteaching practices help novice English language teachers to improve teaching skills?

This research question aimed at knowing how Microteaching practices benefit novice student-teachers of English Language to improve their teaching skills. Student-Teacher was provided feedback to modify their Microteaching lesson plans. The detailed description of 're-teach' stage of microteaching is produced as under:

Re -Teach Stage

Student Teacher 1

In the second phase, the teacher asked students to come forward to introduce each other pair by pair, and students acted accordingly. They also talked about their good and bad habits and other qualities and attributes. The first pair did this activity coming on stage while rest were asked performing same activity being seated on chairs. This activity was performed by two pairs. Then teacher asked students to perform another activity that was to talk on 'What is more important: education or money?' For this, students divided themselves into two groups and started making discussions. One group supported, and the other opposed it. She gave them two minutes for combined discussion and get ready for arguments. During this, the teacher approached each group and listened to their discussion. She guided

students who were confused about the task. Student discussions took four minutes instead of two. After that, a round of healthy arguments started where they came up with arguments regarding the topic. Afterwards, the teacher asked to give word for money that meant how money was for them. All students gave words for money. With this, she ended her class on speaking skills which lasted for 15 minutes, 47 seconds.

Student Teacher 2

Student-teacher started his lesson on writing skills. Initially, he gave brief theoretical touch to the importance of writing skills. Then, he moved towards practical aspect of the skill. He wrote a topic 'Computer' on board and asked students to provide points about it. Most of the students gave different points one after another. Next, he described types of writing e.g., paragraph writing, dialogue writing, precis writing, essay writing, and letter writing. He spoke about paragraph writing, its various parts and gave suggestions for writing paragraphs effectively. When he completed theoretical part of paragraph, he gave task of writing main idea on the same topic they were brainstormed. For this, students were given five minutes. Then, he checked student write-ups randomly. This activity lasted for 10 minutes and 43 seconds.

Student Teacher 3

Student-teacher started her lesson with greetings and then asked questions from students such as 'Have you ever been dependent upon others?'. 'Has any teacher asked you to come forward to speak?'. Some students answered in detail, whereas; some gave short answers. After that, she distributed reading passages among them and asked to make three groups. Each group was given different paragraphs of the story for reading purpose. While they were in groups, she asked them to underline adjectives they found in the

passage. Later, she asked them to tell a number of adjectives they found in paragraphs. Some students replied three, some five, and some eight. Each group leader named all underlined adjectives. When activity was over, she started getting responses from students individually. Students came up with responses. Some students provided detailed responses and some provided average answers. This class lasted for 14 minutes, 9 seconds.

Re-Feedback

Student Teacher 1

In re-teach stage, her teaching was different from previous student-teachers. Though the topic remained the same in both stages, but there were many changes in her teaching style and approach. Her task was improving students' speaking skills. At first stage, she did it by engaging students in reading passage loudly, whereas; at the second stage, she focused practical part of the skill. She came up with good planning and focused activities were related with speaking. For instance, she asked students to introduce one another, and it was healthy activity to boost their level of confidence and them helped to overcome their hesitation. Other activities that focused students' arguments on a given topic were also well. The positive aspect of her teaching was that she monitored students and approached them for help too. It left a positive impact on students. Earlier, in first round her movement was limited, but in second attempt she moved around giving proper attention to all students. While in arguments segment, there was heated debate and discussion. The last speaking activity was fruitful, because; students had to describe money in one word. It was never a theoretical teaching approach but discussion based. It was a well-planned lecture.

Student Teacher 2

In the first round, the teacher adopted theoretical approach informing students about four skills of communication, particularly; focusing on writing skill. There was improvement in teaching at this stage. He planned his teaching based on a mixture of theory and practice. He involved students generating points regarding the topic. This made students active and enthusiastic for participation. The most useful thing he did concerning writing was that he allowed students to write on a particular topic at their own. Writing task put students into practice, and it was helpful for students engaging them writing on the main idea of the topic. He also went for random assessment of their writings. His lesson plan was planned which promoted active participation on the part of learners.

Student Teacher 3

Student-teacher started her lesson in a decent way and greeted her students at the start of the lecture. In order to energize students, she inquired from them how they are feeling. In this round, she divided students into different groups and asked them to go through given passages. It was good reading activity. She asked students reading passages silently. They were able to think whatever they read. Moreover, she asked them to find out adjectives. This activity enabled students to be careful about various parts of speech given in reading text. The last session of feedback was very effective. It generated healthy discussion and bridged the information gap among students. As compared to previous performance, she performed much better in this round.

Table 2. Summary of Re-Teach Stage Microteaching Outcomes

S. No	Student-Teacher	Topic	Time [Minutes Seconds]	Learning Outcomes
1	Student-Teacher 1	Speaking Skills	15: 47	Focusing practical part of speaking, Focused planning activities, Monitoring students' activities
2	Student-Teacher 2	Four skills of communication	10: 43	Amalgamation of theory and practice, creating background information through brainstorming, promoting creative writing skill, ensuring assessment of students' write-ups

S. No	Student-Teacher	Topic	Time [Minutes Seconds]	Learning Outcomes
3	Student-Teacher 3	Reading Skills	14: 9 seconds	Introducing salient features of reading, finding out grammatical aspects in reading passages, providing positive feedback, discussion on reading passages

Table 2 states that student-teacher 1 focused practical part of speaking, focused planning activities, and monitored students’ activities. Student-teacher 2 mixed theory with practice, created background information through brainstorming, promoting creative writing skill, ensuring assessment of students’ and write-ups. Student-teacher 3 introduced salient features of reading, finding out grammatical aspects in reading passages, providing positive feedback, and discussion on reading passages.

Discussion

Findings of the study indicated that the Microteaching strategy proved very effective to reform teaching skills of prospective student-teachers enrolled in final semester, final year Master degree program students of Institute of English Language and Literature (IELL), University of Sindh, Jamshoro, Pakistan. Student-teachers who faced certain weaknesses and flaws in their Microteaching lessons at the initial stage. However, they improved teaching skills while practicing Microteaching lessons in the light of suggestions provided by the experts. In the first attempt, they lacked planning because it was never up to the mark, they brought irrelevant material, and teaching skill was defective and traditional. However, academic experts’ feedback, guided and assisted them to plan teaching lessons more appropriate and effective bringing improvement in teaching practices and procedures as per need of the time.

A second stage, student-teachers delivered changed lessons compared to previous lessons demonstrated. They planned them well, incorporated some novel activities relating to the topics, interacted with students, went around the class to monitor students’ engagement in studies, provided scaffolding to those who were lacking in giving responses, controlled the class effectively and ensured effective learning in a befitting manner. Although students were given different teaching tasks such as improving speaking, reading and writing skills, and making

interactions, they found abundant change in their teaching due to feedback provided through teaching reflections provided by experts and watching video recording of lessons themselves.

Microteaching is an essential component of modern teaching in this modern age of digitalization and globalization since it contributes and facilitates student learning effectively and efficiently. It gives the direction to teachers to plan, prepare, well equip latest methods, methodologies, and strategies to satisfy student needs. It has best seen that students have always remained victim of teachers, because of their poor teaching methodology. A majority of teachers lack skills of teaching as a result students feel boring and prefer to sleep in the class. Hence, it is the responsibility of schools, colleges, and universities to provide ample opportunities for teacher trainings to its staff from time to time. Sadly, to note that teacher trainings are a forgotten subject for academic institutions of Pakistan. Employers consider that it the responsibility of universities to provide trained teachers to them. Teacher trainings consume lot of expenditures. Thus, schools and colleges do not manage trainings for the teachers. It has been best seen that private schools and colleges major objective is to mint the money; therefore, in small spaces, they manage schools and enroll students and serve their purpose. Unfortunately, in Pakistan, education has become a business these days.

This study proved to be useful for prospective student-teachers who desire to join teaching jobs in coming years. This should be taken as a kind of training to reform their teaching skills prior to joining schools, colleges and universities. There is no exception and doubt that special academic trainings are highly useful to impart quality education to students. It generates a sense of mental satisfaction among teachers that they discharge their duties honestly and with full devotion and dedication. Unfortunately, some academic institutions recruit fresh graduates and directly send them to the classes. There is a dire

need of a policy from Federal & Provincial governments about education. A proper mechanism for education needs to be developed and implemented. Teaching methodology related courses should be included in the curriculum taught at universities. In this way, we can develop the education system of Pakistan parallel to other developed nations of the world.

Conclusion

Study results speak that Microteaching plays an important role in the field of teaching and learning for the teachers of schools, colleges, and universities. The results shall contribute to the existing knowledge of Microteaching and shall guide administrators of Schools, Colleges, and Universities to arrange frequent teacher trainings for their teachers from time to time if they want to bring better student results. It must be noted that training is never the job of one day, but it is a continuous process for teaching and learning. It was observed that in the COVID-19 pandemic teachers who were equipped with effective teaching skills conducted online classes successfully and their students were highly satisfied from them. Results further provided significant information for making certain modifications and improvements in teaching

patterns and methods since new teaching techniques have emerged on the globe. The feedback provided by experts open the eyes that new education policies must be introduced to meet the goals. The training component should be given due importance in teacher trainings. It has been witnessed that teachers who have the best knowledge but they lack in the skill of transforming that information and knowledge to students, their all-academic labor goes down the drains. Additionally, results shall contribute to the quality of microteaching practices for novice or pre service teachers in Pakistan, and this information needs to be utilized to bring innovative changes in planning microteaching lessons and planning and implementation practices in Pakistan. It is the responsibility of the Universities of Pakistan to arrange teacher training or workshops for the faculty. Although the study engaged a small size of prospective student teachers, but it provides the best teaching experiences to novice or pre service student teachers. The results of this study shall guide school administrators, college principals, and university heads for arranging effective teacher trainings for teachers. The major responsibility lies on the shoulders of Public and Private Sector Universities of Pakistan.

References

- Ahmed, M. R. (2012). Factors affecting initial teacher education in Pakistan: Historical analysis of policy network. *International Journal of Humanities and Social Science*, 13(2), 104-113.
- Ahmed, S. N., & Aziz, S. A. (2012). Quality in teacher education: A situational analysis of quality assurance strategies of teacher education in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 7(4), 173-182.
- Allen, D. W. (1966). Microteaching: A new framework for in-service education. *The High School Journal*, 49 (8), 355-362.
- Ananthakrishnan, N. (1993). Microteaching is a vehicle of teacher training-its advantages and disadvantages. *Journal of Postgraduate Medicine*, 39, 142-143.
- Aslam, H. D. (2011). Analyzing Professional Development Practices for Teachers in Public Universities of Pakistan. *Mediterranean Journal of Social Sciences* 2(4), 97-106.
- Bashir D., A., Bana, Z., & Afridi, A. K. (2012). *Education in Pakistan: Learning from research partnerships*. Karachi, Pakistan: Oxford University Press.
- Dilshad, R. M. (2010). Assessing Quality of Teacher Education: A Student Perspective. *Pakistan Journal of Social Sciences*, 30(1), 85-97.
- Bolderstone A. (2012). Directed reading article: Conducting a research interview. *Journal of Medical Imaging and Radiation Sciences*, 43, 66-76.
- Çelik, Ş. (2001). The Attitudes of The Student Teachers Towards Microteaching Technique as a Tool for Reflection in A Teacher Education Programme. (Unpublished Master's thesis). University of Uludag, Bursa.
- Chaudary, I. A. (2011). A new vision of professional development for tertiary teachers in Pakistan. *Professional Development in Education*, 37(4), 633- 637
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage Publication.
- Ekşi, G. (2012). Implementing an observation and feedback form for more effective feedback in microteaching. *Education and Science*, 37(164), 267-282.
- Elias, S. K. (2018). Pre-Service Teachers' Approaches to the Effectiveness of Micro-Teaching in Teaching Practice Programs. *Open Journal of Social Sciences*, 6(05), 205.
- Ghafoor, A., Kiani, A., Kayani, S., & Kayani, S. (2012). An exploratory study of microteaching as an effective technology. *International Journal of Business and social science*, 3(4).
- Kumar, I. A., & Parveen, S. (2013). Teacher education in the age of globalization. *Research Journal of Educational Sciences*, 1(1), 8-12.
- Kuranchie, A. (2015). *The educator's guide*. Kumasi: Bookworm Publications.
- Larbi, E., & Kuranchie, A. (2018). From theory to practice: Pre-service teachers' experience. *British Journal of Education*, 6(8), 1-14.
- Latham, N. I., & Vogt, W. P. (2007). Do professional development schools reduce teacher attrition? Evidence from a longitudinal study of 1000 graduates. *Journal of Teacher Education*, 58(2), 153-167.
- Naqvi, S. A. & Raza, S.A. (2011). Quality of Pakistani university graduates as perceived by employers: Implications for faculty development. *Journal of Quality and Technology Management*, 7(1) 57-72
- Raza, S. A., Majid, Z., & Zia, A. (2010). Perceptions of Pakistani university students about roles of academics engaged in imparting development skills: Implications for faculty development. *Bulletin of Education and Research*, 32(2), 75-91
- Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. New York: Oxford University Press.
- Subramaniam, K. (2006). Creating a microteaching evaluation form: the needed evaluation criteria. *Education*, 126(4), 666-667.